

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PHILLIPSBURG	School: Freeman Elementary School
Chief School Administrator: GEORGE CHANDO	Address: 120 Filmore Street
Chief School Administrator's E-mail: chando.george@pburgsd.net	Grade Levels: 1 and 2
Title I Contact: Margie Markus	Principal: John Finken
Title I Contact E-mail: markus.margie@pburgsd.net	Principal's E-mail: finken.john@pburgsd.net
Title I Contact Phone Number: 908-213-2705	Principal's Phone Number: 908-213-2570

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

 John H. Finken
Principal's Name (Print)

John H. Finken
Principal's Signature

 June 2, 2015
Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 3 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 2,416,611, which comprised 96.11 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 2,504,458, which will comprise 96.38 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
John Finken	Administration	X	X	X	
Kathy Schettini	Guidance Counselor	X	X	X	
Geri Fortunato	Teachers Grade 2	X	X	X	
Glenna Ferguson	Teachers Grade 1	X	X	X	
Linda Laubach	Title I Teacher	X	X	X	
Tricia Petchonka	Title I Teacher	X	X	X	
Anthony Alenci	Social Worker	X	X	X	
Margie Markus	NCLB Coordinator	X	X	X	
Loren Clark	Parent Organization	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
March 27, 2015	Freeman School	Needs Assessment / current Program Evaluation	X		X	
May 15, 2015	Freeman School	Schoolwide Plan Development	X		X	
May 29, 2015	Freeman School	Schoolwide Plan Development Program Evaluation	X		X	

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	<p>The Phillipsburg School District, a proud and diverse learning community with a strong sense of tradition, ensures all students are afforded a safe, nurturing, and secure environment, while providing them with opportunities to be engaged in a rigorous and enriching program of study designed to prepare them for college and career. Mastery of the New Jersey Core Curriculum and Common Core State Standards empowers our graduates to become effective, lifelong learners and contributing members of their communities, representing the ideals of the Stateliner family.</p> <p>In the Phillipsburg School District, we believe that...</p> <ul style="list-style-type: none">❖ Each member of the school community is entitled to a safe, caring, learning environment.❖ Every person is unique, important, and deserving of respect, understanding, and appreciation.❖ Education is the shared responsibility of the student, school, home, and community.❖ School success occurs when self-esteem is fostered and challenging work is meaningful.❖ Daily attendance and participation maximize student achievement.❖ Technological resources empower all stakeholders to succeed in an ever-changing society.❖ Quality professional development drives innovation and continuous improvement within the school system.❖ An engaging curriculum prepares students to become lifelong learners and contributing members of society.❖ Membership in extra-curricular activities and athletics contributes to students' overall well-being.❖ Multiple assessment strategies guide instruction and advance learning.
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

PSD students   **P**repared | **S**elf-Confident | **D**istinguished

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

Yes, at Freeman School, in grades 1 and 2, the following Core Literacy Program components were implemented during the 2014-2015 school year: Balanced Literacy through Making Meaning, Guided Reading, Being a Writer, Foundations, Easy Tech, and Waterford Early Learning/SuccessMaker. STAR Early Literacy and/or STAR Reading are the Universal Screening Assessments used in grades 1 and 2. The following Response to Intervention (RTI) components were implemented during the 2014-2015 school year: Explode the Code, Fountas & Pinnell Leveled Literacy Intervention System, and Orton-Gillingham based on individual student needs.

Yes, at Freeman School, in grades 1 and 2, the following Core Math Program components were implemented during the 2014-2015 school year: EnVision Math Program, Guided Math, V-MathLive, Rocket Math, and Sumdog. The following RTI components were implemented during the 2014-2015 school year: EnVision Math Diagnostic Intervention System and Focus Math based on individual student needs.

2. What were the strengths of the implementation process?

GRADES 1-2

The programs listed above were researched and chosen by teams of teachers, administrators, and parents. Professional development was provided to implement these programs. On-going and sustained professional development was provided for implementation of the STAR assessments. One Title I teacher received 30 hours of comprehensive Orton-Gillingham training. Data is analyzed during quarterly collaboration meetings for literacy and math, as well as during monthly grade-level PLC meetings. This ongoing review of data is used to identify students in need of intervention. Time for RTI is built into the school's daily schedule.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

3. What implementation challenges and barriers did the school encounter?

GRADES 1-2

The challenges to implementation were the limited staff resources to adequately meet each student's needs, the number of high-risk students within each grade-level classroom, and time limitations.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

GRADES 1-2

Strength: Student needs were identified and addressed more efficiently with appropriate use of screening, interventions, and progress monitoring. Interventions were provided either within the classroom or through Title I support based on individual student literacy data. Those students who were identified as most at risk in math were given Tier 3 intervention, twice per week, by the math RTI Teacher. Flexible groupings at all grade levels and subject areas were based on student data and analyzed at quarterly collaboration meetings.

Weakness: The ratio of high risk students to staff makes it difficult to meet students' needs. With the increased use of technology, the availability of computers and large group computer space is an area of need as these are often located in shared spaces. Lack of parental support and involvement in the school is also a weakness.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

GRADES 1-2

The programs listed above were researched and chosen by teams of teachers, administrators, and parents. Programs were explained to all parents at our Open House, Conferences and Parent Meetings. Ongoing and sustained Professional Development was provided during the implementation year. Quarterly collaboration and monthly grade-level PLCs provided time to analyze data and identify individual student strengths and weaknesses in order to implement core components and RTI as needed for literacy and mathematics.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

GRADES 1-2

Title 1 Unified Plan Evaluation and Needs Assessment was developed by the Title 1 Unified Planning Team and distributed to the staff to complete on March 27, 2015. Results were analyzed by the Team and summarized into an excel spreadsheet. Results were presented to the entire staff at a Faculty Meeting in May.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

GRADES 1-2

The Title I Parent Survey is completed at the end of each school year. Also Parents and Community members completed a survey for the Phillipsburg School District Middle States Assessment. This data was obtained and analyzed by multiple stakeholders including Central Office Administrators, building level Administrators, Directors, Teachers, Para-Professionals, students, parents and community members.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

GRADES 1-2

In all classrooms, instruction is determined by the lesson goals/objectives and the instructional needs of the students. Delivery of the Common Core State Standards for Literacy is via large group lessons, small group guided lessons, or individually. Title I support in each classroom is delivered either individually or in small groups. RTI programs are delivered individually or in small groups during dedicated AM and PM RTI sessions.

Delivery of the Core Components of Mathematics are in a large group lesson, small group guided lesson, or individually. Interventions are delivered in a pre-teaching or re-teaching lesson. These interventions are conducted in small groups or individually in the classroom. The Math Coach and Math RTI Teacher provides small group RTI lessons as a pull out program to the most at-risk students in mathematics daily.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

9. How did the school structure the interventions?

GRADES 1-2

Depending upon the needs of the students and the programs, interventions are implemented both in the classroom and in small group or individual instruction out of the classroom.

10. How frequently did students receive instructional interventions?

GRADES 1-2

Students received instructional interventions in literacy and mathematics as determined by analysis of data and the RTI model on a weekly and/or daily basis.

11. What technologies did the school use to support the program?

GRADES 1-2

The technologies used to support the program include the following: STAR Early Literacy/STAR Reading Assessments, Epson/Promethean Interactive White Boards, Active Expressions, portable lap top carts, classroom computers, iPads, and two computer labs. Programs include: Waterford, SuccessMaker, ABCya.com, Starfall, Envision, Sum Dog, V-Math, Greg Tang Math, Discovery Ed, Easy Tech, Link It and Brain Pop, Jr. ABCya.com is the leader in free educational kids computer activities for elementary students to learn using the web. In addition to school access, students are able and encouraged to access these programs at home also.

12. Did the technology contribute to the success of the program and, if so, how?

GRADES 1-2

Yes, the implementation of STAR Early Literacy/STAR Reading as our universal screening allowed for more timely and efficient screening and progress monitoring of students in literacy. The result was increased time for Title I teachers to provide support and intervention to at risk students. The technologies gave the teachers the ability to fully implement programs and the Common Core

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

State Standards in both literacy and mathematics. Use of technology also enhances the core instructional programs by making lessons interactive and increasing student engagement.

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1	F&P LLI Assessment Freeman = 32 students	STAR Assessments Freeman = 44 students	Explode the Code Fountas & Pinnell LLI System Orton-Gillingham	<u>2013-2014</u> : After interventions 78% of the students were proficient by the end of the school year. Students may be counted in more than one intervention as they progressed through interventions.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

				<p><u>2014-2015:</u> 3 of the 44 students needed the Explode the Code as an Intervention. 33% reached proficiency. This data set is too small to determine whether the intervention is effective.</p> <p><u>2014-2015:</u> 30 of the 44 students needed the Fountas and Pinnell LLI System. 77% of the students reached proficiency by the end of the year.</p> <p><u>2014-2015:</u> 13 of the 44 students Orton Gillingham was introduced in January of 2015. 69% of these students reached proficiency by the end of the year.</p> <p>Individual intervention results varied due to special behavioral or academic needs in addition to students with Individual Educational Programs.</p>
Grade 2	F&P LLI Assessment Freeman = 39 students	STAR Assessments Freeman = 42 students	Explode the Code Fountas & Pinnell LLI System Orton-Gillingham	<p><u>2013-2014:</u> After interventions 77% of the students were proficient by the end of the school year.</p> <p><u>2014-2015:</u> Students may be counted in more than one intervention as they progressed through interventions.</p> <p>2014-2015: 7 of the 42 students needed the Explode the Code as an Intervention. 28% reached proficiency. This data set is too small to determine whether the intervention is effective.</p> <p>2014-2015: 24 of the 42 students needed the Fountas and Pinnell LLI System. 64% reached proficiency.</p> <p>2014-2015: Orton Gillingham was introduced in January of 2015. 37% of these students reached</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

				<p>proficiency by the end of the year.</p> <p>Individual intervention results varied due to special behavioral or academic needs in addition to students with Individual Educational Programs.</p>
Grade 9				
Grade 10				

Mathematics	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions provided <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1	EnVision Math EOY Assessment Freeman = 36	EnVision Math EOY Assessment Freeman = 48 **Students may be counted in more than one intervention as they progressed through interventions.	EnVision Math Interventions V-Math Live Sumdog Focus Math	<p>2013-2014: After interventions 73% of the students were proficient by the end of the school year. Mastery is assessed through Topic Tests, teacher observations, and the data provided by the EnVision Math program.</p> <p>2014-2015: After interventions 88% of the students were proficient by the end of the school year. Mastery is assessed through Topic Tests, teacher observations, and the data provided by the EnVision Math program.</p>
Grade 2	EnVision Math EOY Assessment Freeman =	EnVision Math EOY Assessment Freeman = 50	EnVision Math Interventions V-Math Live Sumdog Focus Math	<p>2013-2014: After interventions 80% of the students were proficient by the end of the school year. Mastery is assessed through Topic Tests, teacher observations, and the data provided by the</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

	20	**Students may be counted in more than one intervention as they progressed through interventions.		enVision Math program. <u>2014-2015:</u> After interventions 96% of the students were proficient by the end of the school year. Mastery is assessed through Topic Tests, teacher observations, and the data provided by the EnVision Math program.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Fountas and Pinnell Leveled Literacy Intervention System	N/A	STAR Assessments	N/A
ELA	Students with Disabilities	Explode the Code	N/A	STAR Assessments	N/A
ELA	Students with Disabilities	Scott Foresman - My Sidewalks	N/A	STAR Assessments	N/A
ELA	Students with Disabilities	Orton-Gillingham	N/A	STAR Assessments	N/A
Math	Students with Disabilities	Envision Intervention Kit	N/A	Benchmark Scores, BOY/EOY Test	N/A
Math	Students with Disabilities	Morning Math Club (MMC -2 and MMC-3) Number: Grade 1: 0 Grade 2: 3	YES – Data set is too small to accurately determine Effectiveness	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 1: N/A Grade 2: 1 Student achieved the EOY Benchmark Score.
Math	Students with Disabilities	Focus Math Grade 1: 0 Grade 2: 2	YES – Data set is too small to accurately determine Effectiveness . In Addition,	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 1: N/A Grade 2: 0 Students achieved the EOY Benchmark Score.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
			Intervention was only utilized for 2 months		
ELA	Homeless	Fountas and Pinnell Leveled Literacy Intervention System Number: Grade 1: 1 Grade 2: 0	YES – Data set is too small to accurately determine Effectiveness	STAR Assessments	0% of Grade 1 students and N/A of Grade 2 Students who participated in this intervention increased their reading scaled score by at least 75 points or achieved the spring Benchmark score on the STAR Assessments
ELA	Homeless	Explode the Code	N/A	STAR Assessments	N/A
ELA	Homeless	Scott Foresman - My Sidewalks	N/A	STAR Assessments	N/A
ELA	Homeless	Orton-Gillingham	N/A	STAR Assessments	N/A
Math	Homeless	Envision Intervention Kit	N/A	Benchmark Scores, BOY/EOY Test	N/A
Math	Homeless	Focus Math	N/A	Benchmark Scores, BOY/EOY Test	N/A
Math	Students with Disabilities	Morning Math Club (MMC -2 and MMC-3) Number: Grade 1: Grade 2:	N/A	Benchmark Scores, BOY/EOY Test	N/A

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Fountas and Pinnell Leveled Literacy Intervention System Number: Grade 1: 0 Grade 2: 2	YES	STAR Assessments	N/A of Grade 1 students and 100% of Grade 2 Students who participated in this intervention increased their reading scaled score by at least 75 points or achieved the spring Benchmark score on the STAR Assessments
ELA	ELLs	Explode the Code	N/A	STAR Assessments	N/A
ELA	ELLs	Scott Foresman - My Sidewalks	N/A	STAR Assessments	N/A
ELA	ELLs	Orton-Gillingham Number: Grade 1: 1 Grade 2: 4	YES - Data set is too small to accurately determine Effectiveness	STAR Assessments	0% of Grade 1 students and 50% of Grade 2 Students who participated in this intervention increased their reading scaled score by at least 75 points or achieved the spring Benchmark score on the STAR Assessments
Math	ELLs	Envision Intervention Kit Number: Grade 1: N/A Grade 2: 1	YES	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 1: N/A Students achieved the EOY Benchmark Score. Grade 2: 1 student achieved the EOY Benchmark Score.
Math	ELLs	Morning Math Club (MMC -2 and MMC-3)	YES - Data set is too small to accurately	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 1: 0 Students achieved the EOY

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Number: Grade 1: 1 Grade 2: 1	determine Effectiveness		Benchmark Score. Grade 2: 1 Student achieved the EOY Benchmark Score.
Math	ELLs	Focus Math	N/A	Benchmark Scores, BOY/EOY Test	N/A
ELA	Economically Disadvantaged	Fountas and Pinnell Leveled Literacy Intervention System Number: Grade 1: 21 Grade 2: 31	YES	STAR Assessments	77% of Grade 1 students and 64% of Grade 2 Students who participated in this intervention increased their reading scaled score by at least 75 points or achieved the spring Benchmark score on the STAR Assessments
ELA	Economically Disadvantaged	Explode the Code Number: Grade 1: 2 Grade 2: 6	YES	STAR Assessments	0% of Grade 1 students and 33% of Grade 2 Students who participated in this intervention increased their reading scaled score by at least 75 points or achieved the spring Benchmark score on the STAR Assessments
ELA	Economically Disadvantaged	Scott Foresman - My Sidewalks	N/A	STAR Assessments	N/A
ELA	Economically Disadvantaged	Orton – Gillingham Number: Grade 1: 12 Grade 2: 6	YES	STAR Assessments	67% of Grade 1 students and 37% of Grade 2 Students who participated in this intervention increased their reading scaled score by at least 75 points or achieved the spring Benchmark score on the STAR Assessments
Math	Economically Disadvantaged	Envision Intervention Kit	YES	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Number: Grade 1: 8 Grade 2: 8			Grade 1: 5 Students achieved the EOY Benchmark Score. Grade 2: 7 Students achieved the EOY Benchmark Score.
Math	Economically Disadvantaged	Morning Math Club (MMC -2 and MMC-3) Number: Grade 1: 21 Grade 2: 22	YES	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 1: 12 Students achieved the EOY Benchmark Score. Grade 2: 19 Students achieved the EOY Benchmark Score.
Math	Economically Disadvantaged	Focus Math Number: Grade 1: 10 Grade 2: 6	YES	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 1: 4 Students achieved the EOY Benchmark Score. Grade 2: 4 Students achieved the EOY Benchmark Score.

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Extended Day Practicing Academics with Support (PAWS)	Yes	STAR Assessments	0% of Grade 1 students and 50% of Grade 2 students who participated in this intervention increased their reading scaled score by at least 75 points or achieved the spring

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Numbers: Grade 1: 0 Grade 2: 2			Benchmark score on the STAR Assessments
Math	Students with Disabilities	Extended Day Practicing Academics with Support (PAWS) Numbers: Grade 1: 0 Grade 2: 2	Yes	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 1: N/A Students achieved the EOY Benchmark Score. Grade 2: 1 Student achieved the EOY Benchmark Score.
ELA	Homeless	Extended Day Practicing Academics with Support (PAWS) Numbers: Grade 1: 0 Grade 2: 0	N/A	STAR Assessments	N/A
Math	Homeless	Extended Day Practicing Academics with Support (PAWS) Numbers: Grade 1: 0 Grade 2: 0	N/A	Benchmark Scores, BOY/EOY Test	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Extended Day Practicing Academics	N/A	STAR Assessments	N/A

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		with Support (PAWS) Numbers: Grade 1: 0 Grade 2: 0			
Math	ELLs	Extended Day Practicing Academics with Support (PAWS) Numbers: Grade 1: 0 Grade 2: 0	N/A	Benchmark Scores, BOY/EOY Test	N/A
ELA	Economically Disadvantaged	Extended Day Practicing Academics with Support (PAWS) Numbers: Grade 1: 17 Grade 2: 14	Yes	STAR Assessments	82% of the Grade 1 students and 66% of the Grade 2 students who participated in this intervention increased their reading scaled score by at least 75 points or achieved the spring Benchmark score on the STAR Assessments
Math	Economically Disadvantaged	Extended Day Practicing Academics with Support (PAWS) Numbers: Grade 1: 17 Grade 2: 14	Yes	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 1: 11 Students achieved the EOY Benchmark Score. Grade 2: 14 Students achieved the EOY Benchmark Score.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities Number: Grade 1: 0 Grade 2: 3	STAR Assessments PD	Yes	STAR progress monitoring reports	1% (3 of the 195 students) received literacy interventions in 2014-2015
ELA	Students with Disabilities Number: Grade 1: 0 Grade 2: 3	Collaboration/Data Meetings	Yes	STAR progress monitoring reports	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously N/A - 1 st graders received RTI 3 - 2 nd graders received RTI
Math	Students with Disabilities Number Grade 1: 0 Grade 2: 3	Collaboration/Data Meetings	Yes	BOY, MOY and EOY Assessments; Benchmark Assessments; Topic Tests	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously N/A - 1 st graders received RTI 3 - 2 nd graders received RTI
ELA	Homeless Number: Grade 1: 1 Grade 2: 0	STAR Assessments PD	Yes	STAR progress monitoring reports	>1% (1 of the 195 students) received literacy interventions in 2014-2015.
ELA	Homeless Number:	Collaboration/Data Meetings	Yes	STAR progress monitoring reports	Flexible grouping and interventions groups determined Students' RTI programs began in a timely

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Grade 1: 1 Grade 2: 0				manner and students were placed based by needs continuously 1 1 st graders received RTI 0 2 nd graders received RTI
Math	Homeless Number: Grade 1: 0 Grade 2: 0	Collaboration/Data Meetings	Yes	BOY, MOY and EOY Assessments; Benchmark Assessments; Topic Tests	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 0 - 1 st graders received RTI 0 - 2 nd graders received RTI
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs Number: Grade 1: 1 Grade 2: 6	STAR Assessments PD	Yes	STAR progress monitoring reports	3% (7 of the 195 students) received literacy interventions in 2014-2015.
ELA	ELLs Number: Grade 1: 1 Grade 2: 6	Collaboration/Data Meetings	Yes	STAR progress monitoring reports	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 1 1 st graders received RTI 6 2 nd graders received RTI
Math	ELLs Number: Grade 1: 1 Grade 2: 2	Collaboration/Data Meetings	Yes	BOY, MOY and EOY Assessments; Benchmark Assessments; Topic Tests	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					1 - 1 st graders received RTI 2 - 2 nd graders received RTI
ELA	Economically Disadvantaged Number: Grade 1: 35 Grade 2: 43	STAR Assessments PD	Yes	STAR progress monitoring reports	40% (78 of the 195 students) received literacy interventions in 2014-2015.
ELA	Economically Disadvantaged Number: Grade 1: 35 Grade 2: 43	Collaboration/Data Meetings	Yes	STAR progress monitoring reports	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 35 1 st graders received RTI 43 2 nd graders received RTI
Math	Economically Disadvantaged Number: Grade 1: 39 Grade 2: 36	Collaboration/Data Meetings	Yes	BOY, MOY and EOY Assessments; Benchmark Assessments; Topic Tests	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 39 - 1 st graders received RTI 36 - 2 nd graders received RTI
ELA	All Students Number: Grade 1: 46 Grade 2: 46	STAR Assessments PD	Yes	STAR progress monitoring reports	47% (92 of the 195 students) received literacy interventions in 2014-2015.
ELA	All Students Number: Grade 1: 46	Collaboration/Data Meetings	Yes	STAR progress monitoring reports	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Grade 2: 46				needs continuously 46 1 st graders received RTI 46 2 nd graders received RTI
Math	All Students Number: Grade 1: 48 Grade 2: 50	Collaboration/Data Meetings	Yes	BOY, MOY and EOY Assessments; Benchmark Assessments; Topic Tests	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 48 - 1 st graders received RTI 50 - 2 nd graders received RTI

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Literacy Math Breakfast Number: 3	Yes - Data set is too small to accurately determine Effectiveness	Parent Participation Sign in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	No parents of students with disabilities attended the Literacy / Math Breakfast
ELA	Students with	Literacy Nights	Yes - Data set is too small	Parent Participation Sign	1 parent of a student with disabilities

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disabilities	Number: 3	to accurately determine Effectiveness	in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	attended the Literacy Night activities.
Math	Students with Disabilities	Math Nights Number: 3	Yes - Data set is too small to accurately determine Effectiveness	Parent Participation Sign in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	1 parent of a student with disabilities attended the Math Night activity.
ELA	Homeless	Literacy Math Breakfast Number: 3	Yes - Data set is too small to accurately determine Effectiveness	Parent Participation Sign in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the	No parents of Homeless students attended the Literacy / Math Breakfast

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				normal instructional day.	
ELA	Homeless	Literacy Nights Number: 3	Yes - Data set is too small to accurately determine Effectiveness	Parent Participation Sign in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	1 parent 33% of the parent of a Homeless student attended the Literacy Night Activities.
Math	Homeless	Math Nights Number: 3	Yes - Data set is too small to accurately determine Effectiveness	Parent Participation Sign in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	0 parents 0% of the parent of a Homeless student attended the Math Night Activity.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Literacy Math Breakfast Number: 6	Yes - Data set is too small to accurately determine Effectiveness	Parent Participation Sign in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The	0 Parents 0% parents of ELL students attended the Literacy / Math Breakfast

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
ELA	ELLs	Literacy Nights Number: 6	Yes - Data set is too small to accurately determine Effectiveness	Parent Participation Sign in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	0 parents 0% of Parents of ELL students attended the Literacy Night Activities
Math	ELLs	Math Nights Number: 6	Yes - Data set is too small to accurately determine Effectiveness	Parent Participation Sign in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	0 parents 0% of Parents of ELL students attended the Math Night Activities
ELA	Economically Disadvantaged	Literacy Math Breakfast Number: 132	Yes	Parent Participation Sign in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The	8 Parents - 6% of the Parents of Students who are Economically Disadvantaged attended the Literacy / Math Breakfast

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
ELA	Economically Disadvantaged	Literacy Nights Number: 132	Yes	Parent Participation Sign in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	25 Parents – 19% of the Parents of Students who are Economically Disadvantaged attended the Literacy Night Activities.
Math	Economically Disadvantaged	Math Nights Number: 132	Yes	Parent Participation Sign in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	25 Parents – 19% of the Parents of Students who are Economically Disadvantaged attended the Math Night Activities.
ELA	All Students	Literacy Math Breakfast Number: 195	Yes	Parent Participation Sign in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The	21 Parents 11% of the parents participated in the Literacy and Math breakfast

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
ELA	All Students	Literacy Nights Number: 195	Yes	Parent Participation Sign in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	48Parents 25% of the parents participated in the Literacy Night Activities.
Math	All Students	Math Nights Number: 195	Yes	Parent Participation Sign in Sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	48Parents 25% of the parents participated in the Math Night Activities.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

■ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

John H. Finken, Jr.

John H Finken

May 29, 2015

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – ELA	STAR Assessments	93 Students in Grade 1: 79% met benchmark in reading which is the Scale Score Benchmark on the STAR Assessment 102 Students in Grade 2: 77% met benchmark in reading which is the Scale Score Benchmark on the STAR Assessment
Academic Achievement - Mathematics	End of Year Assessments	93 Students in Grade 1: 79% made benchmark on the EOY Test which is 70% or above 102 Students in Grade 2: 77% made benchmark on the EOY Test which is 70% or above
Family and Community Engagement	Sign-in Sheets for activities and volunteers	We have had a great turnout at all of our activities. Freeman School held various activities to expose the parents to curriculum and best practices. Some examples included: Title I Breakfast, Literacy Night, Math Night, Science Night, Parent/Teacher Conferences, & Open House. We obtained 330 parent signatures throughout the school year.
Professional Development	Needs Assessment Danielson data District PD Plan School PD Plan Professional Development Surveys Reflection/Evaluation forms	The assessments measured provide the leaders and staff with the ability to identify the school's progress toward effective learning communities, shared leadership, adequate resources, data driven design, research-based knowledge, ongoing evaluation, quality teaching and lesson design, high expectations, collaborative efforts and family involvement. The School Improvement Panel Team reviews teacher input and develops the PD Plan for the school. Once submitted to Central Office, a district plan is created. 100% of the teaching staff attended NJ mandatory trainings in the areas of

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Asthma, Dyslexia, Harassment Intimidation and Bullying, Building Security, Law Enforcement Operations and School Safety and Security and Suicide.
Leadership	Staff and parent surveys Principal's PDP	Survey information provides leaders with insight on the skills and personal attributes that will move the organization toward positive change. Multiple measures are reviewed throughout the school year.
School Climate and Culture	Suspension Records Monthly Dog Tags Freeman's Finest Marking Period Awards and Assemblies HIB Reports Student Surveys Staff Surveys	The 2014-2105 Suspension Rate was 1 % as there were 2 students suspended throughout the year. 62-98% of students receive a Student of the Month Dog tag each month. 80 Students received the Freeman's Finest Award 200 Students received Marking Period Awards. Survey information is used to identify shared beliefs and priorities and to determine areas of strength and areas in need of change. Schedules, curriculum, organization of programs, and various practices reflect the school's culture, and helps create an "engaging" and "supportive" school for students, parents, staff, and community. Marking Period Awards Assemblies and Celebrations are used to recognize and reward positive behavior.
School-Based Youth Services	Not Applicable	Not Applicable
Students with Disabilities	STAR Assessments Math End of Year Assessments	0 Students in Grade 1: N/A % met benchmark in reading N/A % met benchmark in mathematics 3 Students in Grade 2: 100% met benchmark in reading 50% met benchmark in mathematics
Homeless Students	STAR Assessments Math End of Year Assessments	2 Students in Grade 1: 50% met benchmark in reading 100% met benchmark in mathematics

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		1 Student in Grade 2: 100% met benchmark in reading 100% met benchmark in mathematics
Migrant Students	N/A	N/A
English Language Learners	STAR Assessments Math End of Year Assessments	2 Students in Grade 1: 50% met benchmark in reading 50% met benchmark in mathematics 4 Students in Grade 2: 75% met benchmark in reading 100% met benchmark in mathematics
Economically Disadvantaged	STAR Assessments Math End of Year Assessments	59 Students in Grade 1: 71% met benchmark in reading 79% met benchmark in mathematics 73 Students in Grade 2: 73% met benchmark in reading 95% met benchmark in mathematics

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

At the Freeman Elementary School, 100% of the teachers participated in a review of literacy and mathematics data during the 2014-2015 school year. The data used to conduct an Annual Comprehensive Needs Assessment at Freeman Elementary School includes student performance in Language Arts and Mathematics. Pre and post reading ability is identified using the STAR Assessments. Literacy and math benchmark tests are given and analyzed to determine student instructional needs.

Student behavior is monitored through the Freeman School Code of Conduct and SHARP Intervention Team. Student incidents are recorded and reviewed on a monthly basis. The Freeman School Code of Conduct is supported by Student of the Month Dog Tags, Perfect Attendance Dog Tags, Caught Being Good Dog Tags, Freeman's Finest Awards and Marking Period Award Celebrations. A Harassment, Intimidation and Bullying survey was conducted with students, parents and staff to monitor building climate.

A Title I Survey was completed this school year for Title I Parent Involvement. Parents are surveyed and polled each year to measure parent knowledge of instructional programs, student success rates and parent satisfaction. Attendance is monitored on a daily basis with policies and procedures in place to address absenteeism.

The school principal made daily visits to classrooms and met periodically with staff to discuss student data both individually and as teams, to look at individual needs of students, trends in the classrooms, and appropriate interventions needed for at-risk students as well as results of current interventions taking place.

2. What process did the school use to collect and compile data for student subgroups?

Scores from grades one and two were disaggregated and examined. The data from STAR Assessments, benchmark tests, and work samples are compiled by grade level and reported for the total school, general population, and for each subgroup based on ethnicity, gender, economic status English Language Learners and special education. The results are maintained with the classroom teacher, literacy teacher, on a data wall in the Principal's office. Individual student files and teacher class files are utilized in planning programs and instruction. Student assessment information is stored in Genesis and is available for teacher and administrator review. Results are reported to parents via the District Report Card, and used more frequently, to analyze individual student progress during Title I

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Collaboration Meetings and SHARP /PAC meetings. The ELL teacher, Special Education teachers, and Title I teachers also maintain records on subgroups for achievement comparisons. Math data is gathered through the use of assessments provided through the enVision Math Program. Data is then analyzed and maintained in a database.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Our methods are research-based, grounded in the Common Core and consistent across grade levels. We are confident that this information is statistically sound as proven through the longitudinal tracking of students in confirming our methods. The school district has made statistics available through publication on our District website. Principals have access to this information and make it available for staff use. District/school databases are updated annually to assure consistency in individual student records.

4. What did the data analysis reveal regarding classroom instruction?

Student data information revealed those students that are at risk and experiencing a level of difficulty within the classroom in Reading and Mathematics. Instruction should continue to be based on a variety of multi modal instructional practices. A review of the student data also indicates those students who need instructional interventions. Teachers identified at risk students and referred them to the Student Help and Referral Program. This team meets two times each month and is comprised of: teachers, a social worker, a school nurse, a guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom. This information is maintained on the district database system and the students are reviewed throughout the year.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Professional development was driven by district initiatives, student need and changes in the Common Core. Teachers along with administrators, the Directors of Elementary Curriculum and the Literacy and Math Coaches, determine student needs, analyzed common assessments and examined student work. Teachers are able to collaborate on in service days or with substitute coverage when held on student days. Professional Learning Communities during the 2014-2015 school year focused on data analysis and making decisions on appropriate interventions needed for individual students. Ongoing professional development includes state mandated

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

trainings. We will continue to focus our professional development on interventions and programs that best meet the needs of our students.

6. How does the school identify educationally at-risk students in a timely manner?

Results of student progress are on-going throughout the school year. This is accomplished through the utilization of the STAR Assessments, enVision Benchmark assessments, and monthly data review. In addition to these measures, student data is compared to the results on pre and post assessments. Students who failed to meet benchmark proficiency levels are targeted in literacy and math and provided with focused instruction. Teachers identify at risk students to our Response to Intervention / Student Help and Referral Program Team. Our team meets two times each month or more often if needed. It includes teachers, social worker, school nurse, guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom.

7. How does the school provide effective interventions to educationally at-risk students?

Analysis of student progress is on-going throughout the school year to determine the appropriate interventions and the flexible grouping to best meet the needs of the students.

8. How does the school address the needs of migrant students?

Migrant needs are not currently present in our district as there are no Migrant Students

9. How does the school address the needs of homeless students?

Results of student progress are on-going throughout the school year. This is accomplished through the utilization of the STAR Assessments, enVision Benchmark assessments, and monthly data review. In addition to these measures, student data is compared to the results on pre and post assessments. Students who failed to meet benchmark proficiency levels are targeted in literacy and math and provided with focused instruction. Teachers identify at risk students to our Response to Intervention / Student Help and Referral Program Team. Our team meets two times each month or more often if needed. It includes teachers, social worker, school nurse,

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom.

- 10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Participation structures are ongoing at the Freeman School through teacher surveys, teacher in-service meetings, ongoing teacher collaboration, Professional Improvement opportunities, and common planning times. Teachers review Waterford and Success Maker Data, STAR Assessment data, and enVision Math Benchmark data in order to improve instruction in literacy and math. Curriculum development opportunities include on-going curricula alignment to the Common Core. Classroom management initiatives include implementation of concepts and strategies into classrooms, with subsequent data analysis on student incentive programs. Teachers who were members of the district RTI committee investigated and selected interventions and universal screenings to be used to determine students who are at risk. New teachers are paired with mentors to address student needs. Many teachers are included in curriculum committees at the district level in both planning and evaluating student work.

- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

N/A

- 12.** How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The data used to conduct an Annual Comprehensive Needs Assessment at the Freeman Elementary School includes student performance in Language Arts and Math. Pre and post reading ability from the STAR Assessments and enVision Math Benchmark data yielded the needs. Survey information collected from students, parents and staff is also utilized to analyze data regarding the climate of the school and HIB initiatives.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language Arts	Mathematics
Describe the priority problem using at least two data sources	STAR Assessments and Benchmark Testing reveal that 42% of 1 st graders and 50% of second graders started the 2014-2015 school year below benchmark.	Envision Math Topic Tests, Benchmark Assessments and Beginning of the Year and End of the Year Benchmark Assessments indicated that 97% of 1 st graders and 88% of second graders started the 2014-2015 school year below benchmark.
Describe the root causes of the problem	Students are beginning school with major gaps in their education, due to lack of parent stability and value of education from the home, which causes teachers to have to intervene with programs that are well below grade level.	With the change in the standards, students lack the pre-requisite skills and life experience creating gaps in their understanding of the grade level standards. This requires teachers to fill the gaps with interventions and pre-teaching prior to exposing students to grade level skills.
Subgroups or populations addressed	All Students, Students with Disabilities, Economically Disadvantaged, ELL	All Students, Students with Disabilities, Economically Disadvantaged, ELL
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Fountas and Pinnell Leveled Literacy Intervention, Waterford, My Sidewalks, Phonics for Reading, Explode the Code, SuccessMaker	enVision Math Interventions VMath Live Sumdog Focus Math
How does the intervention align with the Common Core State Standards?	All programs are research based, and align with the Common Core State Standards	All programs are research based, and align with the Common Core State Standards.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Family & Community Engagement	
Describe the priority problem using at least two data sources	Review of PTO sign in sheets show that less than 1% of parents attended the 2014-2015 Parent/Teacher Organization monthly meetings, and Sign in Sheets from the Beginning of the Year Title I Breakfast indicate that 25 Families 13% of families attended	
Describe the root causes of the problem	Students are beginning school with major gaps in their education. We find it difficult to have a strong relationship with parents of students who are significantly below grade level.	
Subgroups or populations addressed	All Students, Students with Disabilities, Economically Disadvantaged, ELL	
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	The six categories, based on the National PTA's National Standards for Family-School Partnerships and Joyce L. Epstein's Framework of Six Types of (Parent) Involvement.	
How does the intervention align with the Common Core State Standards?	BEST PRACTICES BY CATEGORY <ol style="list-style-type: none"> 1. Create a welcoming school climate. 2. Provide families information related to child development and creating supportive learning environments. 3. Establish effective school-to-home and home- 	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	<p>to-school communication</p> <ol style="list-style-type: none">4. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.5. Engage families in school planning, leadership and meaningful volunteer opportunities. <p>Connect students and families to community resources that strengthen and support students' learning and well-being.</p>	
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SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school:</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Fountas and Pinnell Leveled Literacy Intervention	Classroom Teachers, Title I Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	Texts are matched to children's reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.
ELA	Students with Disabilities	Explode the Code	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building	Improved STAR Assessments and Explode the Code Pre/Posttests	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Administrator, Director of ELA, Title I Coordinator		NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
ELA	Students with Disabilities	Orton - Gillingham	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and gain levels in SuccessMaker program per computer generated reports	Improving Reading Strategies NCEE 2010-4038 U.S. DEPARTMENT OF EDUCATION
Math	Students with Disabilities	EnVision Math Intervention Kit	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	EnVision Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
Math	Students with Disabilities	Focus Math	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator,	Focus Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Director of Mathematics, Math Coach, Title I Coordinator		NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
Math	Students with Disabilities	V-Math Math Morning Math Club	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	V-Math Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
ELA	Homeless	Fountas and Pinnell Leveled Literacy Intervention	Classroom Teachers, Title I Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	Texts are matched to children's reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.
ELA	Homeless	Explode the Code	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Explode the Code Pre/Posttests	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
ELA	Homeless	Orton - Gillingham	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and gain levels in SuccessMaker program per computer generated reports	Improving Reading Strategies NCEE 2010-4038 U.S. DEPARTMENT OF EDUCATION
Math	Homeless	EnVision Math Intervention Kit	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building	EnVision Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Administrator, Director of Mathematics, Math Coach, Title I Coordinator		NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
Math	Homeless	Focus Math	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Focus Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
Math	Homeless	V-Math Math Morning Math Club	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	V-Math Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	Fountas and Pinnell Leveled Literacy Intervention	Classroom Teachers, Title I Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	<p>Texts are matched to children's reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.</p>
ELA	ELLs	Explode the Code	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Explode the Code Pre/Posttests	<p>Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009</p> <p>NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	Orton - Gillingham	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and gain levels in SuccessMaker program per computer generated reports	Improving Reading Strategies NCEE 2010-4038 U.S. DEPARTMENT OF EDUCATION
Math	ELLs	EnVision Math Intervention Kit	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	EnVision Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
Math	ELLs	Focus Math	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Focus Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	V-Math Math Morning Math Club	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	V-Math Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
ELA	Economically Disadvantaged	Fountas and Pinnell Leveled Literacy Intervention	Classroom Teachers, Title I Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	Texts are matched to children's reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					for writing in order to practice skills taught.
ELA	Economically Disadvantaged	Explode the Code	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Explode the Code Pre/Posttests	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
ELA	Economically Disadvantaged	Orton - Gillingham	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and gain levels in SuccessMaker program per computer generated reports	Improving Reading Strategies NCEE 2010-4038 U.S. DEPARTMENT OF EDUCATION
Math	Economically Disadvantaged	EnVision Math Intervention Kit	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title	EnVision Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			I Coordinator		
Math	Economically Disadvantaged	Focus Math	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Focus Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
Math	Economically Disadvantaged	V-Math Math Morning Math Club	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	V-Math Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
ELA	All Students	Fountas and Pinnell Leveled Literacy Intervention	Classroom Teachers, Title I Teachers, Paraprofessionals, Building Administrator, Director of ELA,	Improved STAR Assessments and Common Core Benchmark Assessments	Texts are matched to children's reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Title I Coordinator		systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.
ELA	All Students	Explode the Code	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Explode the Code Pre/Posttests	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
ELA	All Students	Orton - Gillingham	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator,	Improved STAR Assessments and gain levels in SuccessMaker program per computer generated reports	Improving Reading Strategies NCEE 2010-4038 U.S. DEPARTMENT OF EDUCATION

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Director of ELA, Title I Coordinator		
Math	All Students	EnVision Math Intervention Kit	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	EnVision Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
Math	All Students	Focus Math	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Focus Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
Math	All Students	V-Math Morning Math Club	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator,	V-Math Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Director of Mathematics, Math Coach, Title I Coordinator		NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extended School Day Program (PAWS)	Classroom Teachers, Extended Day Teachers, Building Administrator, Title I Coordinator	STAR Assessments	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
Math	Students with Disabilities	Extended School Day Program (PAWS)	Classroom Teachers, Extended Day Teachers, Building	Benchmark Scores, BOY/EOY Test	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Administrator, Title I Coordinator		April 2009
ELA	Homeless	Extended School Day Program (PAWS)	Classroom Teachers, Extended Day Teachers, Building Administrator, Title I Coordinator	STAR Assessments	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
Math	Homeless	Extended School Day Program (PAWS)	Classroom Teachers, Extended Day Teachers, Building Administrator, Title I Coordinator	Benchmark Scores, BOY/EOY Test	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Extended School Day Program (PAWS)	Classroom Teachers, Extended Day Teachers, Building	STAR Assessments	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Administrator, Title I Coordinator		NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
Math	ELLs	Extended School Day Program (PAWS)	Classroom Teachers, Extended Day Teachers, Building Administrator, Title I Coordinator	Benchmark Scores, BOY/EOY Test	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
ELA	Economically Disadvantaged	Extended School Day Program (PAWS)	Classroom Teachers, Extended Day Teachers, Building Administrator, Title I Coordinator	STAR Assessments	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
Math	Economically Disadvantaged	Extended School Day Program (PAWS)	Classroom Teachers, Extended Day Teachers, Building Administrator, Title I Coordinator	Benchmark Scores, BOY/EOY Test	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	All Students	Extended School Day Program (PAWS)	Classroom Teachers, Extended Day Teachers, Building Administrator, Title I Coordinator	STAR Assessments	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
Math	All Students	Extended School Day Program (PAWS)	Classroom Teachers, Extended Day Teachers, Building Administrator, Title I Coordinator	Benchmark Scores, BOY/EOY Test	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA / Math	Students with Disabilities	Eduscape – Technology Training utilization of Various Apps connected to the Core Content Standards	Classroom Teachers, Title I Teachers, Building Administrator, Title I Coordinator, Directors of Literacy and Math.	STAR Assessments Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom instruction Classroom Observations, Walkthroughs and Lesson Plan Reviews.	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
ELA / Math	Students with Disabilities	Collaboration and PLC Data Analysis – Ongoing analysis of student Assessment data in Literacy / Math and Writing	Classroom Teachers, Title I Teachers, Building Administrator, Title I Coordinator, Directors of Literacy and Math.	STAR Assessments Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom instruction Classroom Observations, Walkthroughs and Lesson Plan Reviews.	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION Assisting Students Struggling

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
Math	Students with Disabilities	Envision 2.0	Classroom Teachers, Building Administrator, Title I Coordinator, Director of Math.	Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom instruction Classroom Observations, Walkthroughs and Lesson Plan Reviews.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
ELA / Math	Homeless	Eduscape – Technology Training utilization of Various Apps connected to the Core Content Standards	Classroom Teachers, Title I Teachers, Building Administrator, Title I Coordinator, Directors of Literacy and Math.	STAR Assessments Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom instruction Classroom Observations, Walkthroughs and Lesson Plan Reviews.	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					and Middle Schools April 2009
ELA / Math	Homeless	Collaboration and PLC Data Analysis – Ongoing analysis of student Assessment data in Literacy / Math and Writing	Classroom Teachers, Title I Teachers, Building Administrator, Title I Coordinator, Directors of Literacy and Math.	STAR Assessments Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom instruction Classroom Observations, Walkthroughs and Lesson Plan Reviews.	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
Math	Homeless	Envision 2.0	Classroom Teachers, Building Administrator, Title I Coordinator, Director of Math.	Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom instruction Classroom Observations, Walkthroughs and Lesson Plan Reviews.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA / Math	ELLs	Eduscape – Technology Training utilization of Various Apps connected to the Core Content Standards	Classroom Teachers, Title I Teachers, Building Administrator, Title I Coordinator, Directors of Literacy and Math.	STAR Assessments Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom instruction Classroom Observations, Walkthroughs and Lesson Plan Reviews.	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
ELA / Math	ELLs	Collaboration and PLC Data Analysis – Ongoing analysis of student Assessment data in Literacy / Math and Writing	Classroom Teachers, Title I Teachers, Building Administrator, Title I	STAR Assessments Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Coordinator, Directors of Literacy and Math.	instruction Classroom Observations, Walkthroughs and Lesson Plan Reviews.	NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
Math		Envision 2.0	Classroom Teachers, Building Administrator, Title I Coordinator, Director of Math.	Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom instruction Classroom Observations, Walkthroughs and Lesson Plan Reviews.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
ELA / Math	Economically Disadvantaged	Eduscape – Technology Training utilization of Various Apps connected to the Core Content Standards	Classroom Teachers, Title I Teachers, Building Administrator, Title I Coordinator, Directors of	STAR Assessments Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom instruction Classroom Observations,	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Literacy and Math.	Walkthroughs and Lesson Plan Reviews.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
ELA / Math	Economically Disadvantaged	Collaboration and PLC Data Analysis – Ongoing analysis of student Assessment data in Literacy / Math and Writing	Classroom Teachers, Title I Teachers, Building Administrator, Title I Coordinator, Directors of Literacy and Math.	STAR Assessments Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom instruction Classroom Observations, Walkthroughs and Lesson Plan Reviews.	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
Math	Economically Disadvantaged	Envision 2.0	Classroom Teachers, Building Administrator,	Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Title I Coordinator, Director of Math.	instruction Classroom Observations, Walkthroughs and Lesson Plan Reviews.	April 2009
ELA / Math	All Students	Eduscape – Technology Training utilization of Various Apps connected to the Core Content Standards	Classroom Teachers, Title I Teachers, Building Administrator, Title I Coordinator, Directors of Literacy and Math.	STAR Assessments Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom instruction Classroom Observations, Walkthroughs and Lesson Plan Reviews.	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
ELA / Math	All Students	Collaboration and PLC Data Analysis – Ongoing analysis of student Assessment data in Literacy / Math and Writing	Classroom Teachers, Title I Teachers, Building Administrator, Title I	STAR Assessments Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom instruction	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Coordinator, Directors of Literacy and Math.	Classroom Observations, Walkthroughs and Lesson Plan Reviews.	U.S. DEPARTMENT OF EDUCATION Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
Math	All Students	Envision 2.0	Classroom Teachers, Building Administrator, Title I Coordinator, Director of Math.	Envision Benchmark Scores, BOY/EOY Test Goals and Objectives aligned to the Common Core and classroom instruction Classroom Observations, Walkthroughs and Lesson Plan Reviews.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Literacy / Math Breakfast	Title I Teachers, Title I Coordinator, Director of ELA, Building Administrator	Sign in sheets & reflections sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on parent involvement finds that, regardless of family income or background, "students with involved parents are more likely to: <ul style="list-style-type: none"> - Earn higher grades and test scores, and enroll in higher-level programs; - Be promoted, pass their classes, and earn credits; - Attend school regularly; - Have better social skills, show improved behavior, and adapt well to school; - Graduate and go on to postsecondary education" (Henderson & Mapp, 2002).
ELA	Students with Disabilities	Literacy/Science Nights	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Title I Coordinator, Director of	Sign in sheets All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			ELA, Director of Science, Parents, and Building Administrator	day.	
Math	Students with Disabilities	Family Math Night	Teachers, Math Coach, Director of Mathematics, Title I Coordinator, Building Administrator	Sign in sheets All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
ELA	Homeless	Literacy / Math Breakfast	Title I Teachers, Title I Coordinator, Director of ELA, Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on parent involvement finds that, regardless of family income or background, "students with involved parents are more likely to: <ul style="list-style-type: none"> - Earn higher grades and test scores, and enroll in higher-level programs; - Be promoted, pass their classes, and earn credits; - Attend school regularly; - Have better social skills, show improved behavior, and adapt well to school; - Graduate and go on to postsecondary education" (Henderson & Mapp, 2002).

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	Literacy/Science Nights	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Title I Coordinator, Director of ELA, Director of Science, Parents, and Building Administrator	Sign in sheets All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
Math	Homeless	Family Math Night	Teachers, Math Coach, Director of Mathematics, Title I Coordinator, Building Administrator	Sign in sheets All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Literacy / Math Breakfast	Title I Teachers, Title I Coordinator, Director of ELA, Building	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals	Research on parent involvement finds that, regardless of family income or background, "students with involved parents are more likely to:

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Administrator	and Objectives of each activity are afforded to all students during the normal instructional day.	<ul style="list-style-type: none"> - Earn higher grades and test scores, and enroll in higher-level programs; - Be promoted, pass their classes, and earn credits; - Attend school regularly; - Have better social skills, show improved behavior, and adapt well to school; - Graduate and go on to postsecondary education" (Henderson & Mapp, 2002).
ELA	ELLs	Literacy/Science Nights	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Title I Coordinator, Director of ELA, Director of Science, Parents, and Building Administrator	Sign in sheets All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
Math	ELLs	Family Math Night	Teachers, Math Coach, Director of Mathematics, Title I Coordinator, Building	Sign in sheets All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Administrator	are afforded to all students during the normal instructional day.	
All Areas	ELLs	ELL Family Night	ESL Teachers, Director of ELA, Title I Coordinator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
ELA	Economically Disadvantaged	Literacy / Math Breakfast	Title I Teachers, Title I Coordinator, Director of ELA, Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on parent involvement finds that, regardless of family income or background, "students with involved parents are more likely to: <ul style="list-style-type: none"> - Earn higher grades and test scores, and enroll in higher-level programs; - Be promoted, pass their classes, and earn credits; - Attend school regularly; - Have better social skills, show improved behavior, and adapt well to school; - Graduate and go on to postsecondary education" (Henderson & Mapp, 2002).
ELA	Economically Disadvantaged	Literacy/Science Nights	Teachers, Title I Teachers,	Sign in sheets All students receive the	Research on the effects of parental involvement has shown a

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Special Education Teachers, ESL Teacher, Title I Coordinator, Director of ELA, Director of Science, Parents, and Building Administrator	learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	consistent, positive relationship between parents' engagement in their children's education and student outcomes.
Math	Economically Disadvantaged	Family Math Night	Teachers, Math Coach, Director of Mathematics, Title I Coordinator, Building Administrator	Sign in sheets All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
ELA	All Students	Literacy / Math Breakfast	Title I Teachers, Title I Coordinator, Director of ELA, Building Administrator	Sign in sheets & reflections sheets. All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on parent involvement finds that, regardless of family income or background, "students with involved parents are more likely to: <ul style="list-style-type: none"> - Earn higher grades and test scores, and enroll in higher-level programs; - Be promoted, pass their classes, and earn credits; - Attend school regularly;

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<ul style="list-style-type: none"> - Have better social skills, show improved behavior, and adapt well to school; - Graduate and go on to postsecondary education" (Henderson & Mapp, 2002).
ELA	All Students	Literacy/Science Nights	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Title I Coordinator, Director of ELA, Director of Science, Parents, and Building Administrator	Sign in sheets All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
Math	All Students	Family Math Night	Teachers, Math Coach, Director of Mathematics, Title I Coordinator, Building Administrator	Sign in sheets All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
All Areas	All Students	Back to School Night	Teachers, Title I Teachers, Special	Sign in sheets & reflections sheets All students receive the	Research on the effects of parental involvement has shown a consistent, positive relationship

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Education Teachers, ESL Teacher, Parents, and Building Administrator	learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	between parents' engagement in their children's education and student outcomes.
All Areas	All Students	Parent / Teacher Conferences	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Parents, and Building Administrator	Sign in sheets & reflections sheets All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
All Areas	All Students	Freeman School Parent / Teacher Connection, Inc.	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Parents, and Building Administrator	Sign in sheets & reflections sheets All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Parents and the school will work toward a common goal and shared responsibilities in order for each child to do well in school. Increased parental involvement means increased student achievement especially in the priority problem areas of Reading, and Mathematics.

2. How will the school engage parents in the development of the written parent involvement policy?

Parent volunteers are solicited through a school-wide mailing. The Freeman Parent Connection, Inc. is acting as the liaison between the school and the parents. Representation on the Parent Involvement Committee ensures that parent have a voice in decision making and that all information is shared with the stakeholders.

3. How will the school distribute its written parent involvement policy?

The Freeman Parent Involvement Policy is distributed in the Parent – Student Handbook; at Greet the Teacher events in August; and at the Title I breakfast in September. Parents also receive a hard copy of the policy along with the acknowledgement page in compliance with Federal Regulations. The Policy is also posted on the district Web Page as per the Federal Regulations. and it is located on the Freeman Website at <http://www.pburghsd.net/freeman>.

4. How will the school engage parents in the development of the school-parent compact?

Parent volunteers were solicited through a school-wide mailing. The Freeman Parent Connection, Inc. is acting as the liaison between the school and the parents. Representation on the Parent Involvement Committee ensures that parent have a voice in decision making and that all information is share with the stakeholders.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

5. How will the school ensure that parents receive and review the school-parent compact?

A take-home folder is issued to each student at the beginning of the school year, paperwork is enclosed, the folder is used to communicate back and forth between home and school throughout the school, and the folder is collected at the end of the year.

6. How will the school report its student achievement data to families and the community?

Open House, Parent/Teacher Conferences, School Website, New Jersey Report Card, District Newsletters, Title I Breakfast, Literacy Science Night, Quarterly Progress Reports, NJPASS results, District Assessment results, and Parent Communications as needed.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

Parents are notified through a district mailing

8. How will the school inform families and the community of the school's disaggregated assessment results?

Open House, Parent/Teacher Conferences, School Website, New Jersey Report Card, District Newsletters, Quarterly Progress Reports, End Of Year Benchmark Assessment results, District Assessment results and Title I Breakfast

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Parent Surveys were administered and feedback was used to develop the plan. The PTO Executive Board President is a member of the Freeman School NCLB Committee.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

10. How will the school inform families about the academic achievement of their child/children?

Parent/Teacher Conferences, New Jersey Report Card, Quarterly Progress Reports, NJPASS results, District Assessment results and Title I Breakfast, and SHARP.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Parent Involvement funds will be used to conduct the Title I Breakfast, Parent Workshops, Family literacy nights and classroom activities.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	24	Competitive salaries and benefits; Continuous Professional Development activities; Paid continuing education credits; Include teachers in PD activities regarding assessments in an effort to improve academic achievement for individual students and the overall instructional program for the entire school.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)		Paraprofessionals must have required 48 college credits; Competitive salaries and benefits; Continuous Professional Development activities. Include paraprofessionals in PD activities regarding assessments in an effort to improve academic achievement for individual students and the overall instructional program for the entire school.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<i>Competitive salaries and benefits; Continuous Professional Development activities; Paid continuing education credits; Include teachers in PD activities regarding assessments in an effort to improve academic achievement for individual students and the overall instructional program for the entire school.</i>	<i>Building Administrator; District Administrators, Board of Education; Education Association; Parents and Community.</i>